Kirkwood Community College

Quality Faculty Plan

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Preface

The faculty, administrators and support staff who drafted this plan came together at the prompting of the Iowa legislature, which in April of 2002 determined that local boards, not the State, should be responsible for guaranteeing the quality of community college faculty. Each of the fifteen community colleges was charged with developing a plan to meet local needs while adhering to North Central Association (NCA) and State accreditation standards.

As soon as we began the planning process at Kirkwood, we realized we were fortunate in many ways:

- Our hiring practices already conformed to the guidelines of the State, the NCA and, where applicable, other accrediting agencies.
- Comprehensive orientation activities were already in place, including a mentoring program.
- Continuing professional development was already part of the faculty evaluation process and applicable toward advancement on the salary scale.
- The relationship between the administration and the faculty association was one of cooperation and respect.

Most of all we were fortunate in our current faculty, represented by the eight who served on the committee and the many who read and commented on drafts as the process unfolded, who at all times displayed an abiding passion for good teaching and an unwavering dedication to student learning.

Our hope is that this document will clarify our expectations for excellence in our faculty, guide faculty and deans in selecting appropriate and useful professional development activities, and affirm Kirkwood's commitment to lifelong learning.

All aspects of this plan were in place July 1, 2003.

I. Professional Preparation Committee Bylaws

A. Historical Overview

In April 2002, the State of Iowa ceased licensing community college faculty, administrators, counselors, librarians and coaches and moved to a system of local responsibility effective August 2003. Each community college was charged with submitting a Professional Preparation plan for its new faculty by August 2003. The makeup of each community college's Quality Faculty Plan committee was to be equal representation from the Arts and Sciences and Applied Sciences and equal representation of gender. Faculty representation was to be approved by the Kirkwood Faculty Association. The Kirkwood committee was formed in April 2002.

- 1. The plan was brought to the Kirkwood Board of Trustees for approval in January 2003 and then submitted to the State Department of Education. Portions of the plan were already part of Kirkwood's professional development program and were well under way by fall 2002. The remaining portions of the plan were ready for implementation by fall 2003.
- 2. The ad hoc committee that developed the original plan became the permanent Professional Preparation Committee in August 2003.
- 3. The Professional Preparation Committee assumed oversight of the new plan for faculty during their probationary period.
- 4. The KCELT director and Professional Renewal Committee continue overseeing the plan.

B. Objectives of the Professional Preparation Committee

- 1. To ensure the highest possible quality of performance of faculty, administrators, counselors, and librarians so that Kirkwood can fulfill its mission of quality lifelong learning.
- 2. To meet new state requirements for the professional preparation for Kirkwood Community College faculty, administrators, counselors, and librarians.
- 3. To determine professional competency areas for these groups of education professionals.
- 4. To devise and implement an effective and efficient plan for professional preparation at Kirkwood Community College.
- 5. To provide a system for the review of the effectiveness of the Professional Preparation Plan process and necessary revisions.
- 6. To approve equitable individual Professional Preparation Plans.
- 7. To provide necessary support for the completion of the plan by each individual faculty member, counselor, and librarian and his/her supervising administrator.
- 8. It is neither the objective nor the responsibility of this committee to be involved in any evaluation of individual job performance.

C. Procedures of the Professional Preparation Committee

- 1. Distribution of Committee Appointments
 - a. One dean from each division, to be appointed by the Vice President of Instruction (2).
 - b. One full-time faculty representative from each of the following: Agriculture, Arts & Humanities, Business, English, Industrial Technologies, Iowa City campus, Health Sciences, Math/Science, Social Science & Career Options (9) to be determined by the Kirkwood Faculty Association.

¹ The make-up of the committee was revised by the 82nd General Assembly in spring 2008. Iowa Code 260C.36 currently reads: The committee must include both faculty and administrators...; must not have more than a simple majority of a single gender; must be equally representative of the arts & science and career & technical education; must be appointed by the certified employee organization... and college administrators must be appointed by the college administration.

- c. One representative from Human Resources, to be appointed by the Director of Human Resources, and to serve on an on-call basis.
- d. The Director of the Kirkwood Center for Excellence in Learning and Teaching (KCELT).
- e. A representative for librarians, counselors, and Learning Services instructors will be appointed to serve during the professional preparation of new hires in those job categories.

2. Term Length

- a. Terms shall be for three years.
- b. One-third of the membership will rotate each year.
- c. The KCELT Director of the Kirkwood Center for Excellence in Learning and Teaching is a permanent, non-voting position.

3. Meetings Schedule

- a. Meetings shall be scheduled three times during the regular academic year with the chair calling other meetings as necessary.
- For meetings where individual professional preparation plans are to be reviewed for approval a quorum (1 more than 1/2 of the members) must be present.
- 4. Organizational Roles and Responsibilities
 - a. Chair
 - (1) The Director of the Kirkwood Center for Excellence in Learning and Teaching (KCELT) will serve as Chair.
 - (2) The Chair is responsible for calling meetings, distributing necessary documents, and communicating committee actions to all relevant parties.
 - b. Secretary
 - (1) Note-taking duties will rotate among committee members.
 - (2) As a standing committee, notes for public consumption are required to be sent Human Resources for posting on the Kirkwood website.
- D. Procedural Plan and Timeline for Completion of Professional Preparation
 - 1. Timeline for Professional Preparation Committee tasks
 - a. The individual Professional Preparation Plan (see Appendix B) will be submitted to the chair within sixty (60) days after the hire date. Extensions may be requested of the Vice President for Instruction if necessary. Extensions will be reported by Vice President of Instruction to KCELT director/chair of the committee.
 - b. The committee will approve or deny the plan.
 - A plan will be approved or denied if a simple majority of a quorum votes for approval or denial.
 - d. If denied, the plan needs to be resubmitted with revisions.
 - e. An approved plan needs to be on file no later than the end of the first semester of employment.
 - f. The supervising dean will review progress towards the completion of the plan at least twice a year.
 - g. The annual evaluation and final review of the individual are the responsibilities of the supervising dean and Academic Vice President.

- h. The supervising dean will send a copy of the Professional Preparation Record along with the annual evaluation for each probationary hire to Human Resources for his/her permanent record. Part-time records will be kept within the department.
- E. Evaluation of the Professional Preparation process
 - 1. The committee will conduct evaluations no less than once every three years.

II. Professional Renewal Committee By-Laws

Updated September 2004

F. Historical Overview

In 1973 a Certificate Renewal Planning Committee conducted a survey of the Career Education staff to determine interest in subject areas for certificate renewal offerings. This was accomplished by distributing to all staff members an interest survey questionnaire, and conducting a general Career Education staff meeting. The purpose of the meeting was to explain the proposed experimental certificate renewal plan, and to answer any questions the staff might have concerning it.

The results of the survey showed great interest in several course offerings that could be developed by the Kirkwood staff and in earning renewal credits by occupational or workshop experience. Fifty-two percent (52%) of the respondents to the questionnaire expressed interest in course work in individualized instruction, evaluation, and A-V media. An additional 36% of the respondents also requested instruction in the use of data processing equipment for educational purposes. But for the greatest majority of all respondents, 92% expressed interest in earning renewal credits through structured work experience and seminars or workshops in their occupational specialty.

The survey also demonstrated great interest by staff in specialized course work either in the field of education or within their occupational specialty. The Committee felt that these needs could best be served on an individual basis by existing course offerings of various colleges and universities.

In response to the needs expressed by the Career Education staff in the survey, the Certificate Renewal Planning Committee proposed to implement the following plan:

- a. A method of approving, accounting for, and reporting renewal credits earned through college or university course work.
- b. A method for approving, accounting for, and reporting renewal credits earned through structured work experience.
- c. A method for approving, accounting for, and reporting renewal credits earned through workshops, seminars, and related meetings.
- d. A method for approving, accounting for, and reporting renewal credits earned through independent study.
- e. Approved renewal credits are filed in HR in the employee's personnel file.

The Kirkwood Certificate Renewal Program was originally established to provide alternative renewal methods for Applied Science and Technology faculty. As a result of major changes in teacher licensing set forth by the Department of Education, effective October 1, 1988, the Program was expanded to include all licensed faculty. Adjustments to the program were made to accommodate Arts & Sciences, Development Education, Counselors, etc.

A new provision in the Kirkwood Faculty Association Master Agreement, effective August 30, 1991, allowed faculty to receive educational salary adjustment through alternative methods. Because of these changes, the former Certificate Renewal Committee was restructured into the Professional Renewal Committee and became responsible for approving credits for license renewal units and educational salary adjustment units.

In March, 2002 legislation was passed during the 79th General Assembly (House File 2394) eliminating community college licensure through the Board of Educational Examiners in lieu of each college developing a faculty plan, to be in effect by July 1, 2003, to manage faculty qualifications and professional development. The elimination of licensure resulted in changing

the main focus of the Professional Renewal Committee to approving professional units for educational salary adjustment as set forth in the Kirkwood Faculty Association Agreement (Article II, Section 3).

G. Objectives of the Professional Renewal Committee

As a result of the Professional Renewal Program the following outcomes are hoped for:

- 1. Instructors will update knowledge/skills appropriate to the specialty for which they are preparing students.
- 2. Modified or new instructional strategies will be introduced.
- 3. Programs and curricula will be modified as appropriate because of changes in the occupations for which students are being prepared.
- 4. Instructors will be more aware of alternative teaching and learning strategies, including the use of educational media.
- 5. Greater awareness will prevail among instructors concerning problems facing educators in lowa and nationwide.
- 6. Instructors and administrators will express greater satisfaction with the extent to which individual instructor needs and interests for professional development are consistent with instructional goals and requirements.
- H. Procedures for Professional Renewal Committee Composition and Method of Selection
 - The Professional Renewal Committee shall be composed of nine members. Three members shall represent the administration, and six members shall represent the faculty of Kirkwood Community College. The members representing the administration shall be appointed by, and serve at the pleasure of the President of the College. The six members representing the faculty shall be appointed by the President of the Kirkwood Faculty Association and serve in increments of three-year terms.
 - a. The full-time faculty members of the Professional Renewal Committee shall consist of at least two members from Applied Science and Technology and two members from Arts and Sciences and shall be appointed by the President of the Kirkwood Faculty Association.
 - b. In order to set the base for a three-year rotation, the KFA President shall appoint two members (one from each division) to serve a one-year term, two members (one from each division) to serve a two-year term, and two members (one from each division) to serve a three-year term.
 - 2. Each year, beginning in 2002, one member from each division will be appointed by the KFA President by September 1 for three years to fill the expired terms. Any full-time faculty member may be appointed for an additional term.
 - 3. The Committee shall maintain the ratio of two (2) full-time faculty to one (1) administrator.
 - 4. In the event that a full-time faculty member's chair on the Committee shall become vacant, the President of KFA shall appoint a full-time faculty person to complete the term.
 - 5. The College President shall appoint a new administrator should a chair become vacant.
 - 6. A staff representative will serve as recording secretary for the Committee and will keep accurate minutes of their deliberations. In addition, it will be the responsibility of the secretary to prepare and distribute a copy of such minutes to all members of the Committee and keep an official file of the minutes accessible to the Human Resources website. It will be the responsibility of the secretary to maintain a current and accurate accounting of the renewal credits earned by each individual seeking an Educational Salary Adjustment.
 - 7. The Committee shall reorganize annually at its first meeting in September and elect by simple majority, a full-time faculty chairperson for a term of one year to preside over their meetings.

- 8. The Professional Renewal Committee shall meet at least once a semester during the nine month academic year.
- 9. Special meetings may be called at the discretion of the chairperson.
- 10. To insure the effectiveness of the Committee is maintained, it is imperative that all members attend each Committee meeting. If a member finds it not possible to attend a particular meeting, they should notify the Secretary at the earliest date possible. If a member is absent more than two consecutive meetings without notification of their absence, the Committee Chairperson will contact the President of Kirkwood Faculty Association and VP of Instruction and ask that the person be replaced in accordance with Section III.a.iii of the bylaws.

I. Procedures of the Professional Renewal Committee

All full-time instructors, covered under Article II, Section 3, of the Kirkwood Faculty Association Agreement, will adhere to the established procedures and policies when requesting professional units in any one of the three categories listed in the Agreement.

- 1. Complete the appropriate Professional Renewal Application Approval form providing the required documentation and submit to the professional renewal secretary where it will be prepared for the Committee's consideration.
- University or college course work that is taken as part of a degree program or as a
 requirement of an established Quality Faculty Plan does not require the approval of the
 Professional Renewal Committee. If the course is taken to add greater technical
 depth/competence of the teaching function, it will be submitted to the committee for
 approval at their next scheduled meeting.
- 3. The Committee shall review the application at its next regular scheduled meeting. They will determine if the proposed activity has merit and if it meets the overall criteria and objectives outlined in Article II, Section 3, of the Kirkwood Faculty Association Agreement for educational salary adjustments.
- 4. The Committee will vote as to whether to approve each application. A majority vote of the members present will be required to approve or disapprove an application. After Committee action the application will proceed as follows:

J. Approval

- 1. The approved application will be returned to the Professional Renewal Secretary for final processing.
- 2. The action of the Committee will be recorded on the full-time instructor's record and notification will be forwarded to the individual informing them of the action taken on their application.
- 3. It is the responsibility of the instructor to monitor progress made towards the Educational Salary Adjustment professional unit requirements. Upon obtaining the required units it is the instructor's responsibility to submit a completed Application for Educational Salary Adjustment along with other necessary materials to the Professional Renewal Committee Secretary prior to the September 15 deadline each year. Official transcripts must be on file in the Human Resources Office or attached to the application before a salary adjustment can be processed.

K. Disapproval

- 1. The applicant will be notified of the Committee's action in writing by the Professional Renewal Secretary stating the reason for disapproval.
- 2. The applicant may resubmit the application upon meeting those conditions requested.

- 3. The application will again be voted on by the Committee for reconsideration at the next scheduled meeting.
- 4. The application will be returned to the Professional Renewal Committee Secretary for final processing and notification.

III. Professional Credentialing

A. Fulltime Instructors

1. Hiring

- a. Practices
 - (a) College hiring practices will ensure the following credentials for full-time instructors:
 - (i) Instructors have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum hiring requirements specified in Iowa Code in Iowa Code 281-21.3 and 281-21.3(2).
 - (ii) All hiring is in compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college and accredited by other accrediting agencies.
 - (iii) At the discretion of the Vice President, Instruction, or appointed designee, a candidate who has not attained the minimum hiring requirements specified in Iowa Code 281-21.3 and 281-21.3(2).
 - (iv) may be hired on provisional status for a maximum of two years from the date of hire. Those hired on provisional status must have attained the minimum hiring requirements within the time frame set by the Vice President, Instruction, before the contract can be renewed.
 - (v) All newly hired faculty must submit to a criminal background check including fingerprinting.
 - (vi) Costs associated with fulfilling 1-a, 1-b, and 1-c, above are the responsibility of the instructor.
 - (b) Record Keeping
 - (i) The college's Human Resources office will maintain records related to the hiring process, specifically
 - 1. Records documenting actions related to hiring new instructors in accordance with state and federal laws.
 - 2. Records documenting an instructor has passed a background check.
 - 3. Records documenting an instructor is making progress toward or has met minimum hiring standards specified in Iowa Code.

2. Orientation

- a. Practices: To forge a strong connection between new full-time instructors and the college. The college will provide orientation activities as described below, beginning within six months of the hiring date:
 - (a) Required participation in a two day orientation including but not limited to the following sessions:
 - (i) Presentation by an association representative
 - (ii) Presentation on faculty rights and responsibilities
 - (iii) Presentation on the employee handbook and the master agreement
 - (iv) Presentation on working with students with disabilities and ADA requirements
 - (v) Presentation on counseling services
 - (vi) Presentation on student behavior guidelines, plagiarism policy and productive learning environment statement
 - (vii) Presentation on services available to students
 - (viii) Tour of the campus

- (b) Assigned mentors for new instructors, including training for mentors in how to fulfill their role.
- (c) Required group meetings of new instructors and mentors featuring opportunities for socialization and the continuation of orientation topics, including but not limited to sessions on the following:
 - (i) Panel of instructors
 - (ii) Panel of students
 - (iii) Enrollment Services
 - (iv) Financial Aid
 - (v) Off-campus centers
 - (vi) Alternative delivery systems
 - (vii) Scholarship opportunities for students
 - (viii) Continuing Education (Workforce Training Services)
- (d) Required activity with the Board of Trustees
- b. Record Keeping
 - (a) Records of attendance at orientation activities will be kept by KCELT and made available to deans and directors upon request.
- c. Professional Preparation for New Faculty
 - (a) Practices
 - (i) The college has established areas of competence and will ascertain that new faculty have attained competency as indicated below:
 - Student Learning: Demonstrate understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.
 - 2. **Diverse Learners**: Demonstrate understanding of ways students differ in approaches to learning, both individually and culturally, by creating instructional opportunities that are equitable and adaptable to diverse learners.
 - 3. **Instructional Planning**: Plan instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.
 - 4. **Instructional Strategies**: Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
 - 5. **Learning Environment/Classroom Management**: Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
 - 6. **Communication**: Use effective verbal, nonverbal, and media communication techniques as well as other forms of symbolic representation to foster active inquiry and collaboration and support interaction in educational settings.
 - 7. **Technology Related to Instruction**: Use appropriate technology in the planning, delivery and assessment of instruction.
 - 8. **Assessment**: Use formal and informal, formative and summative, assessment strategies to evaluate student learning.
 - 9. **Collaboration, Ethics and Relationships**: Develop professional relationships with students, colleagues and the community to support learning.

- 10. Community College: Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.
- 11. Contribution to the College: Contribute to the institution through active participation in departmental and institutional tasks.
- 12a. Professional Development A: Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
- 12b. Professional Development B: Actively seek out opportunities to grow
 - professionally by focusing on pedagogy/andragogy, learning, and/or the
 - ii. scholarship of teaching.
- (ii) Ascertaining that new full-time instructors have attained the competencies listed above will be achieved in the following ways:
 - 1. All new instructors will be required to attend and successfully complete an approved new teacher workshop before beginning their 2nd year of instructional duties.
 - 2. All new instructors will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the instructor's probationary period.²
 - 3. Within 60 days of the hire date, the academic dean and new fulltime instructor will develop a professional preparation plan (PPP) to ensure new instructors have attained the competencies listed above. The plan will be submitted in accordance with the by-laws of the Professional Preparation Committee.
 - a. Competencies may be attained through prior education, prior experience, and/or the successful completion of activities, including those required in 1 and 2 above.
 - b. All competencies must be attained before the end of the instructor's probationary period.3
 - c. The Professional Preparation Committee will review and approve all plans.
 - d. Progress toward attaining competencies will be monitored by the dean and the Vice President Instruction, following normal evaluation procedures.
 - 4. Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (iii) If an instructor and dean decide that a competency will be met through an activity for which tuition or another fee is charged, that cost is the responsibility of the instructor. This includes any course in the history and mission of the community college (see number 2 above) for which tuition is charged.
- (iv) A new instructor's teaching load will be reduced two or three credit hours in the instructor's first fall semester. The dean may also release a new instructor an additional three credit hours during any semester after the first in which the new faculty member is pursuing a credit course required to meet competencies. All

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² This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

³ Refer to Iowa Code section 279.13, paragraph 4 for probationary period lengths. Iowa Code section 219.19 specifies that the secondary teaching license which reduces probation to a one year period must be an Iowa k-12 license.

release time given for this purpose must be completed within the first five semesters of employment, not counting summers.

(v) Record Keeping

- Records documenting achievement of competencies will be accumulated in a
 professional portfolio and submitted by the instructor to his/her dean or
 director. The evaluating supervisor's written summary of the annual
 evaluation conference will be submitted for the faculty member's evaluation
 file as per Article XVI, Section 2 of The Agreement between the Kirkwood
 Faculty Association and Kirkwood Community College referred to throughout
 the rest of this document as "the contract."
- 2. The KCELT Director's office will provide attendance records of probationary faculty to deans or directors upon request.
- 3. <u>Continuing Professional Growth and Development for Faculty Past the Probationary Period</u>, hereafter referred to as "Professional Growth Track faculty"

a. Practices

- (a) Upon successful completion of the probationary period, oversight for faculty professional record becomes the responsibility of the faculty member and his/her dean or director.
- (b) Evaluation procedures for Professional Growth Track faculty are stipulated in Article XVI, Sections 3 and 4 of The Agreement between Kirkwood Faculty Association and Kirkwood Community College.
- (c) Professional Growth Track Evaluation Criteria: Instructors, Counselors, Librarians See Appendices B, C, D respectively.
- (d) The Professional Renewal Committee, which meets at least once each semester, reviews faculty submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a faculty member's instructional competencies and/or knowledge of subject or technical area, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (i) All activities offered by Kirkwood's Center for Excellence in Learning and Teaching (KCELT) have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (ii) Martin Luther King Day activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
- (e) Full-time instructors may receive funding for professional development activities through the Faculty Professional Development Committee, and/or their departments.

b. Record Keeping

- (a) Records documenting continuing professional development activities will be submitted by the instructor to his/her dean or director and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the faculty member's evaluation file as per Article XVI, Section 3 of the contract.
- (b) Faculty members keep copies of self-evaluation materials, evidence and any other related documentation.

B. Adjunct Instructors

1. Hiring

- a. Practices
 - (a) College hiring practices will ensure the following credentials for adjunct instructors:
 - (i) Faculty have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum requirements specified in Iowa Code 281-21.3 and 281-21.3(2).
 - (ii) All hiring is in compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
 - (iii) Costs associated with fulfilling the above are the responsibility of the instructor.
 - (b) Record Keeping
 - (i) The college will maintain records related to the hiring process, specifically
 - (ii) Records documenting the actions of administration and the Human Resources Office are maintained in the appropriate academic department/s.
 - (iii) Records documenting that faculty have met the minimum requirements specified in Iowa Code 281-21.3 and 281-21.3(2) are also maintained in the appropriate academic departments for five (5) years after the instructor's employment with the college.

2. Orientation

- a. Practices: To forge a strong connection between new adjunct instructors and the college, the college will provide orientation activities which may include the following:
 - (a) A four--hour orientation, held before the beginning of every semester, and including but not limited to the following presentations:
 - (i) The Adjunct Faculty Advisory Committee
 - (ii) Working effectively with office support staff
 - (iii) Working with students with disabilities, ADA requirements, and FERPA
 - (iv) Counseling services
 - (v) Student behavior guidelines, plagiarism policy and productive learning environment statement
 - (vi) Services available to students
 - (vii) Syllabus construction
 - (viii) Opportunity to work with a mentor

3. Record Keeping

- (a) Records of attendance at orientation activities offered by KCELT will be kept by KCELT and made available to the appropriate dean.
- (b) Records of attendance at orientation activities offered by departments will be kept by department deans.

4. Preparation

- (a) Practices
 - (i) The college will provide a one day workshop in the basic principles of teaching prior to the beginning of every regular teaching term (fall, spring and summer).
 - (ii) Deans may require adjunct faculty to attend as a condition of employment.

(iii) Adjuncts who successfully complete the orientation and a workshop will receive a stipend.

5. Record Keeping

- Records documenting the successful completion of Orientation and the Teaching Basics Workshop will be maintained by KCELT and provided to the adjunct instructor and the dean upon request.
- 6. Continuing Professional Growth and Development
 - a. Practices
 - (a) Adjunct instructors may receive support for professional development activities though a fund administered by the Vice President, Instruction. They are also eligible to receive stipends for some activities funded through the Kirkwood Center for Excellence in Learning and Teaching (KCELT).
 - b. Record Keeping
 - (a) KCELT will document the successful completion of all activities it sponsors and provide a copy to the adjunct instructor upon request.

C. Librarians

1. Hiring

- a. Practices
 - (a) College hiring practices will ensure the following for both full-time and part-time librarians
 - (i) Librarians have attained a master's degree from a program accredited by the American Library Association.
 - (ii) All hiring is in compliance with the accreditation standards of the North Central Association of Colleges and Schools.
 - (iii) At the discretion of the Vice President of Instruction, or appointed designee, a candidate who has not attained the minimum hiring requirements specified in in Iowa Code 281-21.3 and 281-21.3(2) may be hired on provisional status for a maximum of two years from the date of hire. Those hired on provisional status must have attained the minimum hiring requirements within the time frame set by the Vice President of Instruction before the contract can be renewed.
 - (b) Costs associated with fulfilling 1a, 1b and 1c above are the responsibility of the librarian
 - (c) Record Keeping
 - (i) The college's Human Resources office will maintain records related to the hiring process, specifically
 - Records documenting actions related to hiring new librarians in accordance with state and federal laws.
 - 2. Records documenting a librarian has met minimum hiring standards specified in Iowa Code.

2. Orientation

- a. Practices: To forge a strong connection between new full-time librarians and the college, the college will provide orientation activities including the following:
 - (a) Required participation in a two day orientation including but not limited to the following sessions:
 - (i) Presentation by an association representative

- (ii) Presentation on faculty rights and responsibilities
- (iii) Presentation on the employee handbook and the master agreement
- (iv) Presentation on the college as a learning-centered institution
- (v) Presentation on working with students with disabilities and ADA requirements
- (vi) Presentation on counseling services
- (vii) Presentation on student behavior guidelines, plagiarism policy and productive learning environment statement
- (viii) Presentation on services available to students
- (ix) Tour of the campus
- (b) Assigned mentors for new librarians, including training for mentors in how to fulfill their role.
 - (i) Required group meetings of new librarians and mentors featuring opportunities for socialization and the continuation of orientation topics, including but not limited to sessions on the following:
 - 1. Enrollment Services
 - 2. Financial Aid
 - 3. Off-campus centers
 - 4. Alternative delivery systems
 - 5. Scholarship opportunities for students
 - 6. Continuing Education (Workforce Training Services)
 - (ii) Required activity with the Board of Trustees
- (c) Record Keeping
 - (i) Records of attendance at orientation activities offered by KCELT will be kept by KCELT and made available to the library Director
 - (ii) Records of attendance at orientation activities offered by departments will be kept by department deans.
- 3. <u>Professional Preparation for New Librarians</u>
 - a. Practices
 - (a) The college has established areas of competence and will ascertain that new librarians have attained competence as indicated below:
 - Student Learning: Demonstrate understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.
 - Diverse Learners: Demonstrate understanding of ways students differ in approaches to learning, both individually and culturally, by creating instructional opportunities that are equitable and adaptable to diverse learners.
 - 3. **Instructional Planning**: Plan instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.
 - 4. **Instructional Strategies**: Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
 - 5. **Learning Environment/Classroom Management**: Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

- 6. **Communication**: Use effective verbal, nonverbal, and media communication techniques as well as other forms of symbolic representation to foster active inquiry and collaboration and support interaction in educational settings.
- 7. **Technology Related to Instruction**: Use appropriate technology in the planning, delivery and assessment of instruction.
- 8. **Assessment**: Use formal and informal, formative and summative, assessment strategies to evaluate student learning.
- 9. **Collaboration, Ethics and Relationships**: Develop professional relationships with students, colleagues and the community to support learning.
- 10. **Community College**: Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.
- 11. **Contribution to the College**: Contribute to the institution through active participation in departmental and institutional tasks.
- 12a. **Professional Development A**: Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
- 12b. Professional Development B: Actively seek out opportunities to grow
 - i. professionally by focusing on pedagogy/andragogy, learning, and/or the
 - ii. scholarship of teaching.
- 13. **Reference Services A:** Practice the principles of approachability, interest,
 - iii. listening and inquiring, searching and following up in reference transactions.
- 14. **Reference Services B:** Help students and college employees obtain needed resources that the institution does not itself possess.
- 15. **Diverse and Accurate Resources A:** Demonstrate understanding of the iv. principles of collection development and maintenance.
 - Diverse and Accurate Resources B: Demonstrate understanding of
 - v. multicultural issues as they relate to the selection of library materials and making selections based on the accuracy of the information provided, current and anticipated curricular needs of the college and the representation of diverse view points.
- 17. **Diverse and Accurate Resources C:** Assess learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary
 - vi. loads and assist in the creation of a regularly updated collection development
 - vii. policy.
- 18. **Information Access A:** Demonstrate knowledge of cataloging and classification of library materials including Marc record format.
 - **Information Access B:** Demonstrate working knowledge of hardware and viii. software needed to maintain electronic forms of information storage and retrieval.

- 20. **Information Access C:** Use and instruct student and faculty in the use of print and audio-visual sources and electronic technology appropriate to an individual's information need including the evaluation of that information regardless of its format.
- 21. **Information Access D:** Develop user aids in appropriate formats to help users identify items in the collection relevant to their interests and needs.
- (b) Ascertaining that new full-time librarians have attained the competencies listed above will be achieved by the following.
 - (i) All new librarians will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the probationary period.⁴
 - (ii) Within 60 days of the hire date, the Library Director and the new librarian will develop a personal professional plan (PPP) to ensure the new librarian has attained or has a path of attainment toward the competencies listed above. The plan will be submitted in accordance with the by-laws of the Professional Preparation Committee.
 - 1. Competencies may be attained through prior education, prior experience, and/or the successful completion of activities, including those required in 1 and 2 above.
 - 2. All competencies must be attained before the end of the librarian's probationary period.⁵
 - 3. The Professional Preparation Committee will review and approve all plans.
 - 4. Progress toward attaining competencies will be monitored by the Director and the Vice President of Instruction following normal evaluation procedures.
 - (iii) Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
 - (iv) If a librarian and his or her director decide that a competency will be met though an activity for which tuition or another fee is charged, that cost is the responsibility of the librarian. This includes any course in the history and mission of the community college (see number 2.a. above) for which tuition is charged.
 - (v) A librarian's "teaching load" consists of time spent at the reference desk and in the delivery of bibliographic instruction. The reference desk and bibliographic instruction load for new librarians will be reduced to accommodate supervised learning activities in the library and participation in activities that lead to the completion of the librarian's Professional Preparation Plan. The director may also release a new librarian the equivalent of another three credit hours (128 hours) during a semester in which the new librarian is pursuing a credit course required to meet competencies. All release time given for this purpose must be completed with the first five semesters of employment.

⁴ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

⁵ Refer to Iowa Code section 279.13, paragraph 4 for probationary period lengths. Iowa Code section 219.19 specifies that the secondary teaching license which reduces probation to a one year period must be an <u>Iowa</u> k-12 license.

(vi) Record Keeping

- 1. Records documenting professional development activities will be submitted by the librarian to his/her dean or director and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the librarian's evaluation file as per Article XVI, Section 3 of the contract.
- 2. The KCELT Director's office will provide attendance records of probationary librarians to deans or directors upon request.
- 4. Continuing Professional Growth and Development for Librarians Past the Probationary Period, hereafter referred to as Professional Growth Track Librarians
 - a. Practices
 - (a) Upon successful completion of the probationary period, oversight for librarian professional records becomes the responsibility of the librarian and his/her Director.
 - (b) Evaluation procedures for Professional Growth Track Librarians are stipulated in Article XVI, Sections 3 and 4 of The Agreement between the Kirkwood Faculty Association and Kirkwood Community College.
 - (c) Professional Growth Track Evaluation Criteria: Librarians See Appendix D
 - (d) The Professional Renewal Committee, which meets at least once each semester, reviews submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a librarian's instructional competencies and/or knowledge of subject or technical areas, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (i) All activities offered by Kirkwood's Center for Excellence in Learning and Teaching have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (ii) Martin Luther King Day activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (e) Full-time librarians may receive funding for professional development activities through the Professional Development Committee, and/or their departments.
 - (f) Record Keeping
 - (i) Records documenting continuing professional development activities will be submitted by the librarian to his/her dean or director and recorded in the director's written summary of the annual evaluation conference for the librarian's evaluation file as per Article XVI, Section 3 of the contract.
 - (ii) Librarians keep copies of self-evaluation materials and other related documentation.

D. Counselors

- 1. Hiring
 - a. Practices
 - (a) College hiring practices will ensure the following for both full-time and part-time counselors
 - (i) Counselors have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of a master's degree in counseling or student development from an accredited institution.
 - (ii) All hiring is in compliance with the accreditation standards of the North Central Association of Colleges and Schools.

- (iii) At the discretion of the Vice President, Instruction, or appointed designee, a candidate who has not attained the minimum hiring requirements specified in Iowa Code 281-21.3 may be hired on provisional status for a maximum of two years from the date of hire. Those hired on provisional status must have attained the minimum hiring requirements within the time frame set by the Vice President, Instruction, before the contract can be renewed.
- (b) Costs associated with fulfilling 1a, 1b and 1c above are the responsibility of the counselor.

b. Record Keeping

- (a) The college's Human Resources office will maintain records related to the hiring process, specifically
 - (i) Records documenting actions related to hiring new counselors in accordance with state and federal laws.
 - (ii) Records documenting a counselor has met minimum hiring standards specified in lowa Code.

2. Orientation

- a. Practices: To forge a strong connection between new fulltime counselors and the college, the college will provide orientation activities including but not limited to the following:
 - (a) Required participation in a two-day orientation held, and including the following sessions:
 - (i) Presentation by an association representative
 - (ii) Presentation on faculty rights and responsibilities
 - (iii) Presentation on the employee handbook and the master agreement
 - (iv) Presentation on working with students with disabilities and ADA requirements
 - (v) Presentation on counseling services
 - (vi) Presentation on student behavior guidelines, plagiarism policy and productive learning environment statement
 - (vii) Presentation on services available to students
 - (viii) Tour of the campus
 - (b) Assigned mentors for new counselors, including training for mentors in how to fulfill their role.
 - (c) Required group meetings of new counselors and mentors featuring opportunities for socialization and the continuation of orientation topics, including but not limited to sessions on the following:
 - (i) Enrollment Services
 - (ii) Financial Aid
 - (iii) Off-campus centers
 - (iv) Alternative delivery systems
 - (v) Scholarship opportunities for students
 - (vi) Continuing Education (Workforce Training Services)
 - (d) Required activity with the Board of Trustees
 - (e) Record Keeping
 - (i) Records of attendance at KCELT offered orientation activities will be kept by the KCELT director and conveyed to the appropriate dean.
 - (ii) Records of attendance at department offered activities will be kept by the dean.

3. <u>Professional Preparation for New Counselors</u>

- a. Practices
 - (a) The college will ascertain that new fulltime counselors have met the following competencies:
 - Student Learning: Demonstrate understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.
 - 2. **Diverse Learners**: Demonstrate understanding of ways students differ in approaches to learning, both individually and culturally, by creating instructional opportunities that are equitable and adaptable to diverse learners.
 - 3. **Instructional Planning**: Plan instruction based on understanding of subject matter, students, the community, and curriculum goals and standards.
 - 4. **Instructional Strategies**: Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
 - 5. **Learning Environment/Classroom Management**: Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
 - 6. **Communication**: Use effective verbal, nonverbal, and media communication techniques as well as other forms of symbolic representation to foster active inquiry and collaboration and support interaction in educational settings.
 - 7. **Technology Related to Instruction**: Use appropriate technology in the planning, delivery and assessment of instruction.
 - 8. **Assessment**: Use formal and informal, formative and summative, assessment strategies to evaluate student learning.
 - 9. **Collaboration, Ethics and Relationships**: Develop professional relationships with students, colleagues and the community to support learning.
 - 10. **Community College**: Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.
 - 11. **Contribution to the College**: Contribute to the institution through active participation in departmental and institutional tasks.
 - 12a. **Professional Development A**: Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
 - 12b. Professional Development B: Actively seek out opportunities to grow
 - i. professionally by focusing on pedagogy/andragogy, learning, and/or the
 - ii. scholarship of teaching.

(Please note: the numbering of competencies pay appear to be incorrect on this page. It is not. The first twelve of Kirkwood's professional competencies (above) apply to all professional staff: counselors, librarians and classroom faculty. Librarians additionally have competencies 13 – 21 and counselors additionally have competencies 22-24.)

- 22. **Counseling Services A:** Demonstrate understanding of student development concepts.
- 23. **Counseling Services B:** Use appropriate assessments and counseling techniques to provide academic, career and personal counseling.
- 24. **Crisis Intervention:** Demonstrate understanding of the dynamics of a crisis situation and help meet the concerns of all involved by working closely with students, staff, administrators and community agencies.
- (b) Ascertaining that new full-time counselors have attained the competencies listed above will be achieved by the following:
 - (i) All new counselors will be required to attend and successfully complete an approved new teacher workshop before beginning instructional duties.
 - (ii) All new counselors will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of his/her probationary period.⁶
 - (iii) Within 60 days of the hire date, the Dean of Students and new counselor will develop a personal professional plan (PPP) to ensure the new counselor has attained the competencies listed above. The plan will be submitted in accordance with the by-laws of the Professional Preparation Committee.
 - (iv) Competencies may be attained through prior education, prior experience, and/or the successful completion of activities, including those required in 1 and 2 above.
 - (v) All competencies must be attained before the end of the counselor's probationary period.⁷
 - (vi) The Professional Preparation Committee will review and approve all plans.
 - (vii) Progress toward attaining competencies will be monitored by the dean and the Vice President Instruction, following normal evaluation procedures.
 - (viii) Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (c) If a counselor and his or her dean decide that a competency will be met though an activity for which tuition or another fee is charged, that cost is the responsibility of the counselor. This includes any course in the history and mission of the community college (see number 2 above) for which tuition is charged.
- (d) A new counselor's schedule will be reduced by the equivalent of two or three credit hours in the counselor's first fall semester. The dean may also release a new counselor the equivalent of another three credits during any semester after the first in which the new counselor is pursuing a credit course required to meet competencies. All release time given for this purpose must be completed within the first five semesters of employment, not counting summers.
- (e) Record Keeping
 - Records documenting continuing professional development activities will be submitted by the counselor to his/her dean and recorded in the evaluating

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⁶ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

⁷Refer to Iowa Code section 279.13, paragraph 4 for probationary period lengths. Iowa Code section 219.19 specifies that the secondary teaching license which reduces probation to a one year period must be an <u>Iowa</u> k-12 license.

- supervisor's written summary of the annual evaluation conference for the counselor evaluation file as per Article XVI, Section 3 of the contract.
- (ii) Counselors keep copies of self-evaluation materials and any related documentation.
- 4. <u>Continuing Professional Growth and Development for Counselors Past the Probationary Period, hereafter referred to as Professional Growth Track Counselors</u>
 - a. Upon successful completion of the probationary period, oversight for faculty professional record becomes the responsibility of the faculty member and his/her dean.
 - b. Evaluation procedures for Professional Growth Track Counselors are stipulated in Article XVI, Sections 3 and 4 of The Agreement Between the Kirkwood Faculty Association and Kirkwood Community College.
 - c. Professional Growth Track Evaluation Criteria: Instructors, Counselors, Librarians See Appendix C
 - d. The Professional Renewal Committee, which meets at least once each semester, reviews submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a counselor's instructional competencies and/or knowledge of subject or technical area, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (a) All activities offered by Kirkwood's Center for Excellence in Learning and Teaching have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (b) Martin Luther King Day activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - e. Full-time counselors may receive funding for professional development activities through the Professional Development Committee, and/or their departments.
 - f. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the counselor to his/her dean or director and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the librarian's evaluation file as per Article XVI, Section 3 of the contract.
 - (b) Counselor keep copies of self-evaluation materials, evidence and any other related documentation.

IV. Appendix

I. Appendix A: Professional Growth Track Evaluation Criteria for Fulltime Faculty

Professional Growth Track Evaluation Criteria for Fulltime Faculty

I. Responsibilities for Student Learning

- A. Prepare course syllabi and place on file in the department office.
- B. Prepare and distribute a guide for class use at the beginning of each course which would include departmentally approved course objectives, method of student evaluation, and course requirements and policies.
- C. Prepare for teaching in all instructional settings.
- D. Adapt teaching techniques to meet class and individual learning needs.
- E. Meet classes as scheduled.
- F. Produced a climate of inquiry which facilitate student learning through free expression and interaction.
- G. Be available to students for academic assistance.
- H. Utilize evaluation devices to measure student learning based on course objectives.
- I. Provide each student with information concerning his/her progress in the course in a timely manner.
- J. Utilize evaluative devices for measuring teaching effectiveness.

II. Responsibilities to the College

A. A faculty member is also expected to serve the College through non-teaching activities. Examples might be serving on college-wide committees; advising students; sponsoring a club, organization or special project; developing or updating curricula; or appropriate public and community relations activities.

III. Responsibilities for Professional Growth and Evaluation

- A. Faculty will implement a professional growth plan in mutual agreement with his/her dean that includes two of three areas:
 - a. Pedagogy which would come under any of the professional competencies 1-9.
 - b. Discipline or technical field expertise.
 - c. Contributions to the college, community, or profession.

And any of the three might be done in collaboration with colleagues.

II. Appendix B: Professional Growth Track Evaluation Criteria for Librarians

Professional Growth Track Evaluation Criteria for Librarians

I. Responsibilities to the Department

A. Library personnel will be evaluated on job specific criteria related to the unique nature of their assignments as well as items II and III below.

II. Responsibilities to the College

A. A librarian is expected to serve the College outside his/her department. Examples include teaching; college committees; sponsoring a club, organization or special project; developing and updating curricula; or appropriate public and community relations activities.

III. Responsibilities for Professional Growth and Evaluation

- A. Librarians and library personnel will implement a professional growth plan in mutual agreement with his/her director that includes two of three areas:
 - a. Professional expertise in any of the professional competency 1-9, or 13-21.
 - b. Discipline or technical field expertise.
 - c. Contributions to the college, community, or profession.

And any of the three could be done in collaboration with colleagues.

III. Appendix C: Professional Growth Track Evaluation Criteria for Counselors

Professional Growth Track Evaluation Criteria for Counselors

I. Responsibilities to the Department

A. Counselors will be evaluated on job specific criteria related to the unique nature of their assignments as well as Items II and III below.

II. Responsibilities to the College

A. A counselor is expected to serve the College outside his/her department. Examples include teaching; college committees; sponsoring a club, organization or special project; developing and updating curricula; or appropriate public and community relations activities.

III. Responsibilities for Professional Growth and Evaluation

- A. Counselors will implement a professional growth plan in mutual agreement with his/her director that includes two of three areas:
 - a. Professional expertise in any of the professional employee competencies 1-9 or 22-24.
 - b. Discipline or technical field expertise.
 - c. Contributions to the college, community, or profession.

And any of the three might be done in collaboration with colleagues.

Professional Preparation Plan

Kirkwood Community College Revised 12/15/08

This document has two purposes:

- To record educational and experiential background the candidate brings to his/her position at Kirkwood as that background is related to the areas of competence identified in the Quality Faculty Plan approved by the State of Iowa Department of Education.
- 2. To establish a plan for achieving a minimum level of mastery of unsatisfied competencies.

| Instructor Name: | Hire Date: | |
|------------------|-----------------------|--|
| Department: | End of probation: | |
| Discipline: | Submission Date: | |

Please identify which applies to you. It is possible that more than one of the descriptors below will apply.

| I have a current lowa teaching license and have thereby fulfilled the minimum requirements for |
|---|
| Kirkwood's Quality Faculty Plan competencies 1-9. |
| A copy of my teaching license is attached. |
| I have successfully completed all probationary requirements at another Iowa community college |
| thereby fulfilling the requirements for Kirkwood's Quality Faculty Plan Competencies 1-10. |
| Documentation from the relevant Iowa community college is attached. |
| Though I do not have a current lowa teaching license nor have I completed a community college |
| probationary period, I do have educational background in one or more of Kirkwood's Quality |
| Faculty Plan areas of competence. They are explained in the "Prior Experience" section of this |
| document. |
| I have significant teaching experience and believe it has provided competence in one or more of |
| the QFP competencies. They are explained in the "Prior Experience" section located of this |
| document. |
| I choose to participate in KCELT's Professional Development Seminar in order to: |
| achieve the competencies 1 - 9 |
| achieve competence in areas that previous experience and/or professional development |
| has not provided |
| because I feel that additional perspectives would be advantageous to my teaching |
| career and/or to my students' successes |
| |

Notes:

The audiences for this document are the Iowa Department of Education and colleagues from across the disciplines. Avoid field-specific jargon. Please spell-out all acronyms.

| Prior Experience: | For prior experience in any of the Kirkwood Quality Faculty Plan Competencies, please complete sections below. You may add sections as necessary. |
|----------------------------|---|
| Experience A: | |
| Title/Name of event | |
| Date Beginning/Ending | |
| Institution/Organization | |
| Relationship to competency | |
| Experience B: | |
| Title/Name of event | |
| Date Beginning/Ending | |
| Institution/Organization | |
| Relationship to competency | |
| Experience C: | |
| Title/Name of event | |
| Date Beginning/Ending | |
| Institution/Organization | |
| Relationship to competency | |
| Experience D: | |
| Title/Name of event | |
| Date Beginning/Ending | |
| Institution/Organization | |
| Relationship to competency | |

| 1. Student Learning : Demonstrate an understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development. | | | | | | |
|---|--|--|----------|-------------------|--|--|
| Examples: | Prior experience or education, New Teachers Workshop, KCELT learning sessions (name them), Portfolio Development Seminar sessions (name them), new college course work, Great Teachers Workshop or Great Teachers Seminar, etcetera. | | | | | |
| | | Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed | | | | |
| Means | | Status | Evidence | Date Completed | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| 2. | Diverse Learners: | Demonstrate an understanding of ways students differ in approaches to learning both individually and culturally, by creating instructional opportunities that are equitable and adaptable to diverse learners. | | | | |
|----|-------------------|--|--------|---|-------------------|--|
| | Examples: | Prior experience or education, New Teachers Workshop, KCELT learn sessions (name them), Portfolio Development Seminar sessions (name new college course work, Great Teachers Workshop or Great Teache Seminar, etcetera. | | | | |
| | | | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = 0 | Completed | |
| | Means | | Status | Evidence | Date Completed | |
| | | | | | | |
| | | | | | | |
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| 3. | Instructional Planning: Plan instruction based on understanding of subject matter, students, the community, and curriculum goals and standards. | | | | | | |
|----|--|--|--|-------------------|--|--|--|
| | session new co | Prior experience or education, New Teachers Workshop, KCELT learning sessions (name them), Portfolio Development Seminar sessions (name them), new college course work, Great Teachers Workshop or Great Teachers Seminar, etcetera. | | | | | |
| | | Status K | ey: 1 = No Evidence 2 = Work Progressing 3 = Co | mpleted | | | |
| | Means | Status | Evidence | Date Completed | | | |
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| 4. | | _ | ructional strategies that encourage students' de problem solving and performance skills. | velopment of | | | |
| | Examples: Prior experience or education, New Teachers Workshop, KCELT learning sessions (name them), Portfolio Development Seminar sessions (name them), new college course work, Great Teachers Workshop or Great Teachers Seminar, etcetera. | | | | | | |
| | Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed | | | | | | |
| | Means | Status | Evidence | Date Completed | | | |
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| 5. | Learning Environme | nt/Classı | room Man | agement: | | |
|-------|---------------------------|---|----------|---|-----------|--|
| | Examples: | Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Prior experience or education, New Teachers Workshop, KCELT learning sessions (name them), Portfolio Development Seminar sessions (name them), new college course work, Great Teachers Workshop or Great Teachers Seminar, etcetera. | | | | |
| | | | Status | s Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | |
| Means | | Status | Evidence | Date Completed | | |
| | | | | | | |
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| 6. | Communication: Examples: | Use effective verbal, nonverbal, and media communication techniques as well as other forms of symbolic representation to foster active inquiry and collaboration and to support interaction in educational settings. Prior experience or education, New Teachers Workshop, KCELT learning sessions (name them), Portfolio Development Seminar sessions (name them), new college course work, Great Teachers Workshop or Great Teachers Seminar, etcetera. Required: Disruptive Student Conduct Resolution Training (Kirkwood). | | | | |
| | | | | | | |

| (Kirkwood). | | | | | | |
|-------------|--------|--|-------------------|--|--|--|
| | Status | Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed | | | | |
| Means | Status | Evidence | Date Completed | | | |
| | | | | | | |
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| | assessment of instruction. | | | | | |
|----|---|-------------------|---|---|-------------------|--|
| | Examples: Prior experience, Power Point Beginning, Power Point Advanced, Pod-casting in the Classroom, etcetera. | | | | | |
| | Please Note: New Teachers Workshop and Portfolio Development Seminar are NOT sufficient even as minimum competency here. Specific, concentrated work in new E-platforms or technologies rather than attending a show-and-tell is necessary. | | | | | |
| | | | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | |
| | Means | | Status | Evidence | Date Completed | |
| | | | | | | |
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| | | | | | | |
| 8. | Assessment: | | mal and in | formal, formative and summative, assessment learning. | strategies to | |
| | Examples: | session new co | experience or education, New Teachers Workshop, KCELT learning ions (name them), Portfolio Development Seminar sessions (name them), college course work, Great Teachers Workshop or Great Teachers inar, etcetera. | | | |
| | | | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | |
| | Means | | Status | Evidence | Date Completed | |
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7. Technology Related to Instruction: Use appropriate technology in the planning, delivery and

| 9. | Professional Ethics: | Develop professional relationships with students, colleagues, and the community to support learning. | | | | | |
|--|---|--|---|---|-------------------|--|--|
| | Examples: | session | Prior experience or education, New Teachers Workshop, KCELT learning sessions (name them), Portfolio Development Seminar, new college course work, Great Teachers Workshop or Great Teachers Seminar, etcetera. | | | | |
| | | | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | | |
| | Means | | Status | Evidence | Date Completed | | |
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| 10. Community College: Describe the mission and history of scope of Kirkwood Community Coll | | | | structure and | | | |
| | Examples: | Prior ex the U.S | • | college level courses about the community colle | ege system in | | |
| | | Please Note: New Teachers Workshop and Professional Development Seminar are NOT sufficient even as minimum competency here. On-line or face-to-face course work in the subject is expected. Kirkwood hopes to have such a course available on campus at least one semester each academic year. But, if it doesn't, employees are required to find (and pay for) such a course before probation is completed. | | | | | |
| | Status Key: 1 = No Evidence 2 = Work Progressing 3 = Complete | | | | | | |
| Means | | | Status | Evidence | Date Completed | | |
| | | | | | | | |
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| 11. Contribution to the College: Contribute to the institution through active participation in | | | | | | | | |
|---|-----------|---|-------------------|--|--|--|--|--|
| | departmer | ntal and institutional tasks. | | | | | | |
| Examples: Prior experience, committee service, sponsorship of student organizations, community service rep for the college, officer on a professional board, etcetera. | | | | | | | | |
| Please Note: New Teachers Workshop and Professional Development Seminars are NOT sufficient even as minimum competency here. Name specific collegewide committees, student organizations, new departmental or college initiatives, etc., that you hope to join before your probationary period ends. Evidence might equal meeting minutes, a new advisory board roster, agenda for a completed event you helped to plan, etc. | | | | | | | | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | | | | | |
| Means | Status | Evidence | Date Completed | | | | | |
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| | | | | | | | | |
| 12b Professional Developn | Expertis | seek out opportunities to grow professionally in e. seek out opportunities to grow professionally b nd/or the scholarship of | | | | | | |
| Examples: Conference attendance, participation in workshops, publication, completing Continuing Education Credits required by a professional license, graduate course work either discipline specific, or pedagogy focused. | | | | | | | | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | | | | | |
| Means | Status | Evidence | Date Completed | | | | | |
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Teaching faculty need not continue beyond this point. (Go to the end and sign the document.) Librarians, in addition to those items above, complete competencies 13-21. Counselors, in addition to those items above, complete competencies 22-24.

| 13. Reference Services - A : Practice the principles of approachability, interest, listening and inquiring, searching and follow-up in reference transactions. | | | | | | |
|---|--------|---|-------------------|--|--|--|
| Examples: Conference attendance, participation in workshops, publication, completing Continuing Education Credits required by a professional license, graduate course work either discipline specific, or pedagogy focused. | | | | | | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | | | |
| Means | Status | Evidence | Date Completed | | | |
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| 14. Reference Services – B: institution does not itself | • | ents and faculty members obtain needed resour | ces that the | | | |
| Examples: Conference attendance, participation in workshops, publication, completing Continuing Education Credits required by a professional license, graduate course work either discipline specific, or pedagogy focused. | | | | | | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | | | |
| Means | Status | Evidence | Date Completed | | | |
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| 15. Diverse and Accurate Res development and mainte | | A Demonstrate understanding of the principles | of collection |
|--|--------------------------|--|-------------------|
| Continu | ıing Educa | dance, participation in workshops, publication, on the control of | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed |
| Means | Status | Evidence | Date Completed |
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| relate to the selection of | ibrary mat rent and a | 3: Demonstrate understanding of multicultural cerials and making selections based on the accumulation that college and the col | racy of the |
| Continu | ıing Educa | dance, participation in workshops, publication, on the control of | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed |
| Means | Status | Evidence | Date Completed |
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| | ocument (| : Assess learning resources based on such data delivery and interlibrary loans and assist in the coment policy | <u> </u> | | | |
|---|--|---|------------------------|--|--|--|
| Continu | ıing Educa | dance, participation in workshops, publication, d tion Credits required by a professional license, g or discipline specific, or pedagogy focused. | • = | | | |
| | Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed | | | | | |
| Means | Status | Evidence | Date Completed | | | |
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| materials including Marc in Examples: Confere Continu | record form ence atten uing Educa work eithe | dance, participation in workshops, publication, c tion Credits required by a professional license, g er discipline specific, or pedagogy focused. | completing graduate | | | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed | | | |
| Means | Status | Evidence | Date Completed | | | |
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| | | ate a working knowledge of the hardware and s s of information storage and retrieval | oftware |
|-------------------|---|--|-------------------|
| Examples: | Continuing Educa | dance, participation in workshops, publication, tion Credits required by a professional license, or or discipline specific, or pedagogy focused. | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed |
| Means | Status | Evidence | Date Completed |
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| visual sources an | d electronic techno luation of that info Conference atten Continuing Educa | struct students and faculty on the use of print a plogy appropriate to an individual's information rmation regardless of its format. dance, participation in workshops, publication, tion Credits required by a professional license, or or discipline specific, or pedagogy focused. | need completing |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed |
| Means | Status | Evidence | Date Completed |
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| 21. Information Access – D: I the collection relevant to | - | ser aids in appropriate formats to help users ide est and needs. | entify items in |
|--|-----------|---|-------------------|
| Continu | ing Educa | dance, participation in workshops, publication, o tion Credits required by a professional license, g er discipline specific, or pedagogy focused. | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed |
| Means | Status | Evidence | Date Completed |
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| 22. Counseling Services – A: | Demonstr | ate an understanding of student development o | concepts. |
| Continu | ing Educa | dance, participation in workshops, publication, o tion Credits required by a professional license, g or discipline specific, or pedagogy focused. | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed |
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| Examples: | Continuing Educat | dance, participation in workshops, publication, tion Credits required by a professional license, o r discipline specific, or pedagogy focused. | |
| | Status | Key: 1 = No Evidence 2 = Work Progressing 3 = | Completed |
| Means | Status | Evidence | Date Complet |
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| 24. Crisis Intervent | t ion: Demonstrate ar | n understanding of the dynamics of a crisis situ | ation and h |
| | erns of all involved by | n understanding of the dynamics of a crisis situations working closely with students, staff, administr | |
| meet the conce | erns of all involved by encies. Conference attend Continuing Educat | | ators, and |
| meet the conce community age | erns of all involved by encies. Conference attend Continuing Educat course work eithe | working closely with students, staff, administr dance, participation in workshops, publication, tion Credits required by a professional license, g | ators, and completing graduate |
| meet the conce community age | erns of all involved by encies. Conference attend Continuing Educate course work either | working closely with students, staff, administr dance, participation in workshops, publication, tion Credits required by a professional license, or r discipline specific, or pedagogy focused. | completing graduate Completee |
| meet the conce community age Examples: | erns of all involved by encies. Conference attend Continuing Educate course work either | working closely with students, staff, administration, dance, participation in workshops, publication, tion Credits required by a professional license, or discipline specific, or pedagogy focused. Key: 1 = No Evidence 2 = Work Progressing 3 = | completing graduate Completee |
| meet the conce community age Examples: | erns of all involved by encies. Conference attend Continuing Educate course work either | working closely with students, staff, administration, dance, participation in workshops, publication, tion Credits required by a professional license, or discipline specific, or pedagogy focused. Key: 1 = No Evidence 2 = Work Progressing 3 = | completing graduate • Completed |

| After the committee review process, send a signed version of this document to the KCELT director ASAP. |
|--|
| (It is kept on-file for drop-in visits by the Iowa Dept. of Education and in case of records lost by |
| supervisor or faculty member.) |

| Instructor: | | Date: | |
|----------------------|-----------------------------------|-------|--|
| Dean: | | Date: | |
| Chair, Committee: | | Date: | |
| | | | |
| To be signed upon co | mpletion/at the end of probation. | | |
| | | Date: | |
| Instructor: | | | |
| Dean: | | Date: | |
| VP Instruction: | | Date: | |
| | | | |

| Kirkwood Professional Competencies Crosswalk | | | | | |
|---|---------|-----------|-----------|--|--|
| competency | Faculty | Librarian | Counselor | | |
| Student Learning Demonstrate an understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development. | ٧ | ٧ | ٧ | | |
| Diverse Learners Demonstrate an understanding of ways students differ in approaches to learning, both individually and culturally, by creating instructional opportunities that are equitable and adaptable to diverse learners. | ٧ | ٧ | ٧ | | |
| Instructional Planning Plan instruction based on understanding of subject matter, students, the community, and curriculum goals and standards. | ٧ | ٧ | ٧ | | |
| Instructional Strategies Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills. | ٧ | ٧ | ٧ | | |
| Learning Environment/Classroom Management Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | ٧ | ٧ | ٧ | | |
| Communication Use effective verbal, nonverbal, and media communication techniques as well as other forms of symbolic representation to foster active inquiry and collaboration and to support interaction in educational settings. | ٧ | ٧ | ٧ | | |

| 7. Technology Related to Instruction | | | |
|---|----|---|----|
| Use appropriate technology in the planning, delivery and assessment of instruction. | | | |
| | V | ٧ | ٧ |
| 8. Assessment | | | |
| Use formal and informal, formative and summative, assessment strategies to evaluate student learning. | V | ٧ | ٧ |
| 9. Collaboration, Ethics and Relationships | | | |
| Develop professional relationships with students, colleagues and the community to support learning. | ٧ | ٧ | ٧ |
| 10. Community College | | | |
| Describe the mission and history of community colleges and the structure and scope of Kirkwood | -1 | | -1 |
| community college. | ٧ | √ | V |
| 11. Contribution to the College | | | |
| ntribute to the institution through active participation in departmental and institutional tasks. | V | ٧ | ٧ |
| 12a. Professional Development - A | | | |
| Actively seek out opportunities to grow professionally in fields of expertise. | V | V | ٧ |
| 12b. Professional Development – B | | | |
| Actively seek out opportunities to grow professionally by focusing on pedagogy, learning and/or the | V | V | ٧ |
| scholarship of teaching. | | | |
| 13. Reference Services - A | | | |
| Practice the principles of approachability, interest, listening and inquiring, searching and follow-up in reference transactions. | | ٧ | |
| 14. Reference Services – B | | | |
| Help students and faculty members obtain needed resources that the institution does not itself possess. | | ٧ | |
| | | | |

| 15. Diverse and Accurate Resources - A | | |
|---|----------|--|
| Demonstrate understanding of the principles of collection development and maintenance. | ٧ | |
| 16. Diverse and Accurate Resources – B | | |
| Demonstrate understanding of multicultural issues as they relate to the selection of library materials and making selections based on the accuracy of the information provided, current and anticipated curricular needs of the college and the representation of diverse viewpoints. | V | |
| 17. Diverse and Accurate Resources – C | | |
| Assess learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary loans and assist in the creation of a regularly updated collection development policy. | V | |
| 18. Information Access - A | | |
| monstrate knowledge of the cataloging and classification of library materials including Marc record format. | V | |
| 19. Information Access – B | | |
| Demonstrate a working knowledge of the hardware and software needed to maintain electronic forms of information storage and retrieval. | V | |
| 20. Information Access – C | | |
| Use and instruct students and faculty on the use of print and audio-visual sources and electronic technology appropriate to an individual's information need including the evaluation of that information regardless of its format. | V | |
| | | |

| 21. Information Access – D | | |
|---|---|---|
| Develop user aids in appropriate formats to help users identify items in the collection relevant to their interest and needs. | ٧ | |
| 22. Counseling Services - A | | , |
| Demonstrate an understanding of student development concepts. | | V |
| 23. Counseling Services – B | | |
| Use appropriate assessments and counseling techniques to provide academic, career and personal counseling. | | ٧ |
| 24. Crisis Intervention | | |
| Demonstrate an understanding of the dynamics of a crisis situation and help meet the concerns of all involved by working closely with students, staff, administrators and community agencies. | | ٧ |